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CHEAP BOARD FOR COLLEGE STUDENTS.

Despite the high cost of living, students at the University of Texas, who find economy necessary and who plan their individual menus carefully, are able to secure meals for less than ten dollars a month. The manager of the University Commons shows that this is frequently done under the Cafeteria plan of serving meals. Each man waits on himself. A schedule showing the bill of fare and prices is posted for each meal, and the cooked food arranged so that it is kept hot while displayed before the hungry boys. First, the student provides himself with a tray, paper napkin, knife, fork, and spoon, and then chooses his meal from a number of possible selections. Another student serves him, still another checks the items and gives him a Harvey House slip calling for the proper change, and a third student, when the meal is eaten, collects the money due.

For more than four hours each day the large dining hall presents a novel scene; some students are coming in for meals, some are loading their trays with food; some are carrying their meals to quiet corners; some are settling with the cashier; all seem to enjoy the opportunity of choosing their own food and waiting on themselves.

This is a sample bill of fare for the noon hour: Bread, 1 cent; Butter, 1 cent; Toast, 1 cent; Buttermilk, 3 cents; sweet milk, 3 cents; Jam, 3 cents; Syrup, 2 cents; Coffee, 3 cents; Soup, 5 cents; Beans, 4 cents; Potatoes, 4 cents; Cake, 3 cents; Fruit of several varieties, 3 cents; Pie, 5 cents; Roast Beef and Gravy, 8 cents; Cocoa, 4 cents; Ham and Egg, 10 cents.

THE STORY OF A BRAVE GIRL.

"Some years hence when, perhaps, I shall be able to tell, from experience, how a woman can pay her expenses during her whole university course, my story may be more helpful. Now, I am content if it can encourage some one who wants to enter the University of Texas, but must wait.

At sixteen I passed the examinations for teacher's certificate, and could then have been admitted to the University if I had had means to pay my expenses. Lacking means, I began to teach at a salary of thirty dollars. My feet were frozen in the dilapidated schoolhouse. My room, the kitchen of a tumble-down hut, let in the snow, the rain, and the icy blasts. But the children in school did good work, and that was encouraging. Even a poor idiot learned to read.

I taught two years, and then invested my savings in a spring and summer term at a normal. In return, I received a permanent certificate, and shattered health, but not scholarship. "Cramming" is not a means to learning.

The next years are unpleasant to recall. They were terrible to live. I taught, and spent a great part of my earnings in an effort to recover my health.

Happier days date from the summer I went, a health-seeker, to New Mexico. I became a homesteader in the "Land of Sunshine." At the close of each school year, I hastened to my claim. I lived in a tiny "shack" of my own building. I enjoyed a host of new experiences—hardships, some called them. And when Uncle Sam gave me a deed to my quarter section of desert, I had gained something far more precious—my health.

This year, resigning my position, I came to Austin to teach a small private school, with time for one class hour each afternoon at the University. So, I had at last a bit of the work for which I had waited fifteen years. At Christmas I arranged to pay my board and part of my other expenses by teaching some little children only a few hours daily. My mother and my sister have offered to supply whatever else is lacking. I now have in the University four courses, which are a real joy to me, and I hope to continue here until I have finished."

DEBATING AND DECLAMATION
CONTESTS IN TEXAS SCHOOLS.

As the time for the county contests of the State Debating and Declamation League approaches (the early part of March), it is apparent that there is a marked increase in interest in this work among the schools all over the State. Prof. E. D. Shurter, Chairman of the League, recently received the following communication from a teacher in North Texas:

"During the time I was principal of the Christoval High School of Christoval, Texas. I received much help from the literature that you sent me. My pupils were inexperienced in both declamation and debate, and, in fact, the school was dead when I took it in charge. Aside from doing what I believe to be average work in all departments generally—carrying out the routine of work prescribed by our course of study—I gave to the 10th and 11th grade pupils, those in my room, a period of 45 minutes each day after regular school hours, drilling them in general reading, voice culture, and other exercises of like nature. This was all done free of charge.

"By this method I awakened an interest in education that could not have been done any other way. By means of the debating club and this class, I believe I did the greatest good that has ever been left as the fruits of my labor in any school in which I have ever taught. Had I had all the modern facilities that the best schools provide, and had left off my public speaking course, I could never have touched the pupils as I did. It is practically the only way that we can inspire boys to be something.

"Your debating club, I think, is destined to bring a reformation in our school system. It will require the right change in our methods of teaching English. We neglect the oral.

"At the close of my school in May last, I had a declamation contest consisting of five boys. All that I did for those boys during the nine months, aside from their declamation work, was nothing compared to what I did for them in preparing them to deliver those declamations.

"If every school in Texas would make some effort to follow out your suggestions and plans to aid in creating more interest in public speaking, we should soon have more vitality in our much 'applauded system.'"

UNIVERSITY PROFESSOR DISCUSSES TRUST PROBLEM.

The Macmillan Company of New York will soon publish a book on industrial organization written by Dr. Lewis H. Haney of the University of Texas. The book is entitled "Business Organization and Combination."

This work is the result of five year's teaching of corporation economics, and is designed primarily to furnish a clear account of the world of business organization to students in American colleges and universities. But it also seeks to interest the general reader, particularly the business man and the lawyer.

From the preface of the forthcoming work it appears that it has three especially noteworthy points. (1) Its discussion of the simple business trust as so largely used in Massachusetts today. (2) Its specific suggestions for reform in corporation law. (3) Its proposal to establish a form of organization midway between the partnership and the corporation, the proposal being based on the success of a similar form in Germany.

In dealing with the "trust problem," Dr. Haney stands for a distinction between economical competition and wasteful competition. He therefore believes that monopoly is necessary to economical production in certain industries. Neither unregulated competition nor unregulated monopoly, however, is tolerable. Consequently he proposes administrative control through an expert commission.

Those who have read the manuscript have pronounced the book sane, practical, and interesting. Indeed, the publishers are considering the desirability of issuing the chapters on public policy as a separate booklet, calling it, "Corporations and Combinations."

FILL-UPS.

Since the University of Texas first began to give courses by Correspondence, 2,089 students have registered for work. During January 1913, one hundred and forty-six students enrolled, this number making the banner monthly record. The greater number of the students take Law, English, Economics, History, Education, Latin, and Spanish. Many teachers undertake work leading to the higher grades of certificates.

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During the present session 2,082 students have registered in the University at Austin. Including the students in the Medical College at Galveston, the registration for the year is more than 2,300 students, a larger number of students than ever before registered during one year in any institution of learning in the South.

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More than 1000 students in the University of Texas are in regular Bible classes.

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Eight hundred of the more than 2000 students in the University of Texas belong to the self-supporting class. They are either working while pursuing their studies or have earned the money they are spending on their education.

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Governor Colquitt recommends that the University of Texas be allowed to issue bonds to the amount of \$3,000,000 in order to provide funds for adequate buildings. At present the University campus contains four temporary pine shacks and one large tent for the accommodation of the crowds of students at Austin.

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One hundred and one students have been dropped from the rolls this year at the University of Texas for failure to keep up with their studies; at the same time the percentage of students making high grades was never larger. So life runs; some fail, others succeed.

NEW BOOK OF SOUTHERN LITER- ATURE.

Southern Literary Readings is the title of a volume of some 500 pages, edited by Professor L. W. Payne, Jr., of the University of Texas, and just published by Rand, McNally & Company, Chicago. The book is intended for a reader to be used in Southern schools in any year between the seventh and eleventh grades, and will probably meet with a large sale.

The first four hundred pages are given over to clear-print selections in prose and verse from such writers as Audubon, Simms, Poe, O'Hare, Hayne, Mrs. Preston, Randall, Lanier, Irwin Russell, Grady, James Lane Allen, Hopkinson Smith, Joel Chandler Harris, and Madison Cawein, each preceded by a biographical sketch. Of special interest to Texans will be the selections and biographies of President Mirabeau Lamar, O. Henry, Larry Chittenden, Stark Young, and Hilton R. Greer. Full page portraits of Key, Audubon, Poe, Timrod, Lanier, Allen, Miss Murphree, Henry, and others, many of the pictures hitherto unpublished, add to the value and attractiveness of the book. The selections are almost all complete units and include much copyrighted matter, like Chittenden's "The Ranchman's Ride," three letters from Sidney Lanier, Tickno's "Little Giffen," Allen's "Earth Shield and Earth Festival," Russell's "Mahsr John," and Henry's "A Chaparral Prince." The selections possess not only interest for the reader, but genuine literary value.

About ninety pages in fine print are given up to explanatory notes and suggestive questions for teacher and pupils. Herein lies the bulk of Dr. Payne's labors, for the notes show painstaking analysis, thorough knowledge of the subject, and unending energy. One who does not want these notes may confine his attention to the body of the book. However, most readers will find in them a wealth of information concerning writers of their own section. For both pupil and teacher the book is likely to prove an incentive to much profitable reading.